

**RHODE ISLAND DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL NEEDS**

**SCHOOL SUPPORT SYSTEM REPORT AND SUPPORT PLAN FOR
THE WEST WARWICK SCHOOLS**

JANUARY 8-12, 2001

SCHOOL SUPPORT SYSTEM

Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with disabilities. The School Support System model is designed to promote the involvement of the whole school district, regular educators as well as special educators and parents. It is designed to learn if the district meets the minimum regulations and what effects the programs and services have on student performance. Finally, the SSS develops a support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- The Orientation Meeting The Rhode Island Department of Education (RIDE) staff meets with the Local Education Agency (LEA) to plan the site visit and identify issues or initiatives that may influence programs or service delivery.
- Data Analysis Meeting The RIDE staff meets to review LEA demographic information on selected reports including: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with disabilities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with disabilities. The RIDE staff compiles a preliminary summary of their analyses of these data.
- Presentation by the LEA and School Site Visit The site visit begins with a presentation of programs by teachers and staff. The presentation provides the visiting team with general and specific information on delivery of programs and services to students. Following this presentation, visits to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. the team gathers sufficient information and works with the LEA personnel to generate a report covering the following:
 - The district's compliance with the state and federal regulations, relative to the education of students with disabilities
 - The quality and effectiveness of programs and services provided by the district
 - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- The Support Plan The RIDE team and the LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- The SSS Report The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some fourteen categories, from school improvement to the least restrictive environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the district as well as ways that RIDE will assist the district to improve programs and services.

**WEST WARWICK
SCHOOL SUPPORT SYSTEM REVIEW
JANUARY 8-12, 2001**

TEAM MEMBERS

Team A

*Janice Stavros, Office of Special Needs, Rhode Island Department of Education
Lynne Hickey, James L. McGuire Elementary School, North Providence School Department*

Team B

*Mary Carter, Consultant to the Office of Special Needs, Rhode Island Department of Education
Loretta Najarian, Hopkins Hill Elementary School, Coventry School Department
Connie Godin, Ella Risk Elementary School, Central Falls School Department*

Team C

*Ina Woolman, Office of Special Needs, Rhode Island Department of Education
Ralph Orleck, Special Education Director, Rhode Island Department of Corrections
Judy Saccardo, Special Education Director, Bristol-Warren School Department*

Team D

*Susan Wood, Office of Special Needs, Rhode Island Department of Education
Rosemary Lavigne, Transition Coordinator, West Bay Collaborative
Marion Slater, North Kingstown High School, North Kingstown School Department*

TEAM E

Jane Keane, Office of Special Needs, Rhode Island Department of Education

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1. SCHOOL IMPROVEMENT

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
PERFORMANCE	<p>For several years the Town of West Warwick has been engaged in a comprehensive process of district-wide and school planning. These planning initiatives are reflected in the mission of the district, which is, "To provide a safe, stimulating learning environment where students are given the opportunity to become life-long learners." In order to achieve this mission, the following objectives and strategies must be implemented through the strategic planning process:</p> <p>The West Warwick Public Schools will work toward the achievement of high performance standards for all students.</p> <p>The following tactics will be employed in the achievement of this goal:</p> <ul style="list-style-type: none"> • New curriculum will be designed to reorganize and respect student diversity, promote interdisciplinary learning, and encourage active learning in each subject area. Based upon the NCEE standards, Ride's Common Core of Learning, and national standards, our curriculum will stress the development of critical thinking skills, problem solving, reasoning, and creativity. • The design of highly engaging instructional activities that accommodate a variety of learning styles, and the authentic assessment that evaluates the outcome of this instruction. • Through involvement in the Rhode Island Skills Commission the West Warwick School Department will create a clear definition of what every student should know and be able to do upon graduation from our schools. That this will be recognized with the awarding of the CIM (Certificate of Initial Mastery), and CAM (Certificate of Advanced Mastery). • New service delivery models for students with disabilities will be explored, with an emphasis on opportunities for increased instruction with non-disabled peers. <p>The West Warwick Public Schools will work toward creating open and clear communications with the community, students, staff, and parents, using informed</p>	<p>Presentation Staff Interviews District Strategic Plan Document Review Staff Surveys SALT Survey</p>	

	<p>data driven decision making to improve teaching and learning at all levels to achieve high performance standards.</p> <p>The following tactics will be employed in the achievement of this goal:</p> <ul style="list-style-type: none"> • The involvement of parents, students and community in the decision-making activities of the school system, these include district and community Sits (School Improvement Teams), and advisory councils at all levels. • The implementation of a district wide MIS (Management Information System) for the distribution and sharing of data/information. • A mentoring system for certified and non-certified staff. • Establishment and support for a district PDA (Professional Development Academy) • The commitment of administrators, teachers, the West Warwick Teachers Alliance (WWTA) and School Committee to Performance Standards. • Development and implementation of high quality programs created through a careful analysis of data, and the research of options to satisfy the wide variety of student needs and individual learning styles within our schools. <p>The West Warwick Public Schools will work toward creating responsive and supportive systems to achieve high performance standards.</p> <p>The following tactics will be employed in the achievement of this goal:</p> <ul style="list-style-type: none"> • State of the art instructional and administrative technology to improve in-district communication, access to information, and external communication with parents, the community, and the larger community of all people. • A commitment from all constituents for a safe and appropriate educational environment. • Alternate learning environments, appropriate for student learning in the 21st century. 		
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PERFORMANCE	The West Warwick School Committee supports an "All Kids Agenda". Currently they are a cohesive body that view its' role and responsibility as facilitating quality education for West Warwick students. Administrators attend monthly meetings and are given the opportunity to share information regarding the schools/programs at these meetings. In addition, many school committee members attend professional development and two school committee members are currently involved in mentoring teachers and students. The school committee also seeks outside resources for school improvement initiatives.	Presentation Staff Interviews District Strategic Plan Document Review	
PERFORMANCE	At the Dearing Middle School an additional vice-principal was hired. The majority of his responsibilities involve the coordination of special education services at the middle school. This building based support has greatly improved the evaluation and implementation issues previously present at Dearing. Additional responsibilities involve coordinating/supporting the Teacher Support Team process at Dearing.	Presentation Staff Interviews Observation	
PERFORMANCE	In 1997, Providence Street Elementary School became the second elementary school in the State to be accredited by the New England Association of Schools and Colleges (NEASC). Staff and parents of the Providence Street Elementary School are committed to being a child-centered organization. The commitment to developing the "total child" aligns with the district's strategic plan, which promotes achievement of high standards both socially and academically. To that end, the members of the School Improvement Team are focusing on six key areas: United Team Approach, Safe and Appropriate Educational Facility, Curriculum Standards, New and Varied Programs, Emphasis on Student Needs, and Increased Community and Parent Involvement. Currently the membership of the SIT includes staff and parents, however, the principal hopes to also involve members of the business community.	Presentation Staff Interviews Document Review Observation Staff Survey SALT Survey	

PERFORMANCE	Greenbush Elementary School was recently accredited by the New England Schools and Colleges (NEASC) following a review in April 2000. It is one of only three elementary schools in Rhode Island to have received NEASC accreditation. Greenbush Elementary School has adopted a mission statement and goals to align with the district's commitment to becoming a leader in the academic reform movement. School Improvement Plan Goals are: Assist students in achieving academic standards, communicate information about standards to parents, improve attendance and discipline, and respond to NEASC visiting team report.	Staff Interviews School Improvement Plan Staff Survey SALT Survey	
PERFORMANCE	Both Horgan and Quinn Schools have School Improvement Plans that reflect the schools' needs and addresses the district's strategic plan. At Horgan Elementary School the School Improvement Team has a focus group on special needs and inclusion. Both teams are very active and participate in the decision-making process for the school.	Staff Interviews School Improvement Plan Staff Survey SALT Survey	
PERFORMANCE	Dearing Middle School has an active School Improvement Team focusing on Turning Point strategies. The School Improvement plan has been widely disseminated and linked to the school's state assessment results.	Staff Interviews School Improvement Plan	
PERFORMANCE	At the middle school's parent night ("Students Teaching Parents") students presented a technology project that explained the standards to parents. This was presented by a diverse group of students including those with special needs.	Presentation Staff Interviews	
PERFORMANCE	West Warwick High School: There is no current school improvement plan for the 2000-2001 school year. There is an active School Improvement Team, which is currently evaluating a faculty/staff needs assessment survey. In addition the SIT has three active subcommittees: communication, scheduling, and curriculum and assessment.	Staff Interviews Document Review Observation	The School Improvement Team is currently in the process of finalizing the school improvement plan. This plan will focus on the remainder of this year (SY 00-01) and next year (SY 01-02). Timeline: March 2001
PERFORMANCE	District wide many staff expressed their optimism for the positive changes that are taking place with the new administrative team.	Staff Interviews	

PERFORMANCE	The Director of Special Education has made herself available to staff through the round table discussions and in everyday accessibility and responsiveness.	Staff Interviews	
PERFORMANCE	<p>The combined efforts of the Director of Teaching and Learning and the Director of School Improvement enable West Warwick Public Schools to move forward in the school reform process.</p> <ul style="list-style-type: none"> - In addition, team and grade leadership positions are seen as productive and supportive, esp. the special education team leader position, which assures coordination and material support for special educators. - Dearing Middle School was a Rhode Island Blue Ribbon School nominee for 2000. - Examining and assessing a myriad of factors contribution to retention rate. They are also examining needed changes to students programs and practices. - 	Presentation Staff Interviews Document Review Staff Surveys SALT Survey	
PERFORMANCE	District-wide personnel are learning about standards based instruction and its applications are beginning to emerge throughout the district.	Presentation Staff Interviews Document Review Staff Surveys SALT Surveys	
PERFORMANCE	The West Warwick Public School System has reorganized their administrative leadership, with many of the administrators relatively new to the district. The reorganization includes a Director of School Improvement. This position focuses on the continued development and implementation of the comprehensive district strategic plan and provides direction and support to each of the individual school initiatives in the re-alignment of their school improvement planning with the district mission and overall school reform efforts. A Director of Teaching and Learning focuses on the development of standards based instruction driven by student performance data enhancing curriculum K-12 leading to educational success for all students. The Director of Technology is leading the Technology Network and Supports System Plan district wide, which promotes the use of technology to enhance teaching and learning. The Director of the PDA plans and coordinates	Presentation Staff Interviews Staff Surveys SALT Survey	

	the critical educational opportunities for all educators to improve instruction and student learning throughout the district. The overall administrative leadership (central and school based) meet every other week. They focus on driving a comprehensive approach to improve school reform efforts and successful student performance outcomes.		
PERFORMANCE	The district is one of several districts in the state that has adopted America's Choice. They are currently in the first year, which is a study year involving extensive planning for restructuring that will be implemented in the second year.	Presentation Staff Interviews Staff Surveys	

2. SCHOOL CLIMATE

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
PERFORMANCE	The Director of Social Services for the Town of West Warwick facilitates a Human Services Council that meets one day per month. The purpose of the council is to share pertinent information and coordinate services for families in need. The council includes representatives from the Kent County Mental Health, YMCA, West Bay Community Action, Child, Inc., representatives of various churches and school social workers.	Staff Interviews Presentation	
PERFORMANCE	<p>West Warwick High School:</p> <ul style="list-style-type: none"> -There is a comfortable student centered atmosphere in the school and collegial communicative relationships among the staff. In an era of school reform some staff are struggling with the changes at the school/district level and at the State and Federal level. -Disciplinary procedures for students with special needs were reviewed with the faculty at the beginning of the school year. Staff received student and teacher handbooks outlining the policies/procedures. -Staff received a daily list of students who are receiving in-school suspensions and request for student's work during these suspensions. All students have 5 school 	Staff Interviews Observation	

	<p>days to make up any work missed during out-of-school suspensions. Parents can request work during out-of-school suspension.</p> <p>-The availability of structured common planning time varied greatly throughout the district. It is perceived as a need and a barrier to collaborative educational initiatives.</p> <p>-The case managers may or may not serve students who are on their caseload roster.</p>		<p>The West Warwick High School (School Improvement Team scheduling subcommittee) will continue to assess the schedule for SY 01-02 in regard to increased common planning time.</p> <p>The West Warwick High School administration in conjunction with the special education department head will review the caseload rosters and provide an assurance to the Office of Special Needs that to the maximum extent possible teachers will case manager students that they serve.</p> <p>Timeline: Ongoing (progress check in April 2001)</p>
PERFORMANCE	Schools are involved in the community in a variety of ways. For example, Dearing Middle School provided 50 families with food baskets at Thanksgiving. Another example is Providence Street School's participation in Coats for Kids Program. Horgan Elementary has a Grandparents Program throughout all grade levels.	Staff Interviews Staff Surveys	

3. GOOD TEACHING PRACTICES

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
PERFORMANCE	West Warwick has a range of program options for youngsters PK-12. Prior to this school year, a missing component was a full day pre-school program for youngsters with significant delays. This program was implemented in September 2000. One youngster has successfully transitioned from the Sergeant Center and two others are in process.	Staff Interviews Staff Survey Presentation Data Analysis Document Review	
PERFORMANCE	West Warwick School Department has an extensive comprehensive Technology Network and Support System Plan. The plan defines the core of technology functions and components necessary in designing and implementing technology applications in education. Individual school technology plans have been created and initiated. The district subscribes to the philosophy of the RIF-SMART mission that the best trainers of teachers are other teachers. Teachers are committed to the belief that technology is a significant step toward student-centered learning and are engaged in professional development to achieve student success.	Staff Interviews District handouts Staff survey SALT Survey Observation	

PERFORMANCE	<p>In-district programs for students with significant behavior challenges are also available for students. One of the school psychologists has significant expertise in behavioral management/crisis intervention. He consults regularly with staff in these programs.</p> <p>There are also inclusive resource programs for behaviorally disordered youngsters at Horgan Elementary and Dearing Middle School. These programs enable students to remain in general education classes the majority of the day, but have assistance available as needed.</p>	<p>Staff Interviews Observation Presentation</p>	
PERFORMANCE	<p>District wide there are attendance boards (elementary, middle and high school) developed as a means to pro-actively work with parents to resolve truancy issues. These boards which also include community representatives meet on a regular basis.</p>	<p>Staff Interviews Presentation</p>	
PERFORMANCE	<p>The West Warwick School Department provides mentors to long-term substitute teachers. In addition, long-term substitutes are included in the evaluation process and are given priority in hiring practices.</p>	<p>Staff Interviews Presentation Document Review</p>	
PERFORMANCE	<p>West Warwick High School has an ongoing Portfolio Program. Students (9-12th grade) complete a portfolio for each of their classes. The portfolio counts as 10% of the student's grade.</p>	<p>Staff Interviews Observation Presentation</p>	
PERFORMANCE	<p>⇒At Dearing Middle School:</p> <ul style="list-style-type: none"> -The "Team Period" allows each team to tailor instruction that extends and reinforces the general curriculum in a variety of ways. - Subject area teachers (7th & 8th) "loop" to stay with the same students more than one year. -The sixth grade teachers, including a special education teacher, collaborated on a project to explain curriculum standards to parents. The project incorporated technology and special education students were full participants in the presentation. This project has received attention beyond the district, including the Board of Regents and the Public Broadcasting System, 	<p>Presentation Staff Interviews Observation</p>	

	<p>which is producing a program on inclusive instruction that utilizes technology.</p> <p>- A 7th grade collaborative team has been working together for 18 years. For the last 6 years has as a fifth member a resource teacher who co-teachers a math and English.</p>		
PERFORMANCE	There is a multi-age group at Horgan Elementary School that allows for flexible scheduling at first through fourth grade.	Staff Interviews Observation	
PERFORMANCE	<p>All West Warwick elementary schools:</p> <p>-Offer both before and after school programs after school programs in reading. The district provides transportation to enable students to participate in these programs.</p> <p>- Formal mentoring program provides mentors for student's 1 hour per week in an in-school setting. Mentors include both members of the community and school staff and will be trained by the Parent Educator.</p>	Staff Interviews Observation Presentation	
PERFORMANCE	The job entry standards for teacher assistants in West Warwick require an associate degree. This results in teacher assistants with high levels of preparation to do their jobs. For an individual whose associate degree is not in education he/he must take the RIDE approved teacher assistant training program. All assistants are required to take 6 hours per year of training through the Professional Development Academy. Many express an interest in additional training.	Staff Interviews Staff Surveys	

PERFORMANCE	Communication was a concern for special education teachers of students exiting ESL and transitioning to their home school. There were also communication issues as to whether students can receive special education services while receiving ESL services.	Staff Interviews Staff Surveys	The school district will work on enhancing the transition of ESL students to their home schools. In an effort to clarify the communication concerns around this issue the ESL coordinator will meet with the receiving teacher(s) and review the exit criteria and answer any questions. Timeline: Immediately (progress check in March 2000)
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4. EDUCATIONAL PROGRAM ALTERNATIVES

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
PERFORMANCE	At the Dearing Middle School the DAEP program is designed to service at risk students whose behavior interferes with the student's ability to function in the general school community. Its mission is to create a caring environment that fosters the development of knowledge, improved life skills and a positive self-concept. The targeted population is truancy cases. This program serves grades 6-8 and has a program capacity of eight students. Its current staffing is a full time teacher, full time teaching assistant, and a part time social worker.	Staff Interviews Observation Presentation	
	West Warwick High School has the "New School" program, which is designed to provide an appropriate setting for those at-risk students who do not perform well in a traditional classroom. At-risk students are those who have been unsuccessful at West Warwick High School due to poor attendance, poor attitude or poor work habits. A counselor refers each candidate, often because they are in danger of dropping out of school because of social emotional reasons. This program is located in the high school, and has a student capacity of 26 students. Some of these students are students with Imp's. The program utilizes a thematic curriculum approach coupled with a career awareness focus. The curriculum includes RI National Guard team building curriculum NYPUM (National Youth Organization using Mini Bikes), Junior Achievement's "Economics of Staying in School" curriculum, role-play intervention, basic skills in math, science, ELA, social studies and life skills. Plans for expanding the program are underway.	Staff Interviews Presentation	

	<p>The West Warwick Public Schools has a partnership with TIDES Family Services, the Community Police Department, and the West Warwick Senior and Community Center in a program call JEMS. The focus of this collaboration is to expand the delivery of essential services to at-risk youth in the community through high quality alternative and after-school programming. The aim of the program is to keep students enrolled in school and help them become contributing members of their communities. This program targets middle school age first offenders and truants as an intervention prior to Family Court.</p>	<p>Staff Interviews Presentation Document Review</p>	
	<p>West Warwick Public Schools has a strong working relationship with Tides Family Center. Last spring a \$25,000 grant fund from RIDE and a \$75,000 tuition commitment from West Warwick Public Schools enabled Tides Family Center to move forward in the development of a community based day program for West Warwick students with disabilities. The program began this September. Currently nine West Warwick students are attending this program. Two of these students have transitioned from more restrictive programs (Spur wink and Briggs). During the next several months, it is anticipated that two additional students will transition from out-of-district placements to this community-based program.</p>	<p>Staff Interviews Presentation Document Review</p>	
PERFORMANCE	<p>West Warwick is actively involved in the development and implementation of programs at West Bay collaborative. West Bay's alternative program is a day program for students in grades 7, 8, and 9. Currently two West Warwick students attend on a full time basis. One student attends West Bay collaborative part time and part time at West Warwick High School. The part time schedule is an attempt to successfully transition the student back to the public school setting. Currently two students are in the referral process. West Bay is also in the process of developing an alternative to suspension program. This</p>	<p>Staff Interviews Presentation Document Review</p>	

	program is intended to assist both disabled an nondisabled students, It's anticipated start date is the spring of 2001.		
PERFORMANCE	West Warwick has a strong commitment to maintaining students in in-district programs. However, when this is not appropriate other educational programs are utilized. Currently, West Warwick funds students in the following programs: Bradley School Providence Center Cranston Arc St. Mary's Gordon Center Stetson School Valley Community St. Stevens Home Meeting Street New Hope Crystal Springs Harmony Hill Sergeant Rehab Ocean Tides, Providence R.I. School for the Deaf	Data Analysis Staff Interviews Document Review	
PERFORMANCE	West Warwick has developed in-school suspension options and alternative programs for both disabled and non-disabled students at Dearing Middle School and West Warwick High School.	Staff Interviews Presentation Observation	
PERFORMANCE	At Dearing Middle School a Saturday morning school is planned to begin in the spring of 2001. This program will target at-risk students and provide intensified language arts and math support.	Staff Interviews	
PERFORMANCE	At Dearing Middle School and West Warwick High School there are a variety of after school actives and clubs students can join (e.g., chorus, jazz, drama, homework club). Transportation is provided to support these programs.	Staff Interviews Presentation	
PERFORMANCE	Throughout the district the principals were perceived as visible leaders by both the general and special education staff. Overall principals were viewed as supportive of the needs of a very diverse group of students with special education needs and as being actively engaged with the staff in promoting school improvement.	Staff Interviews Staff Surveys	

PERFORMANCE	The district has responded to the needs of students identified as PDD/autistic and developed a pre-school program to address unique needs of these students. Staff has participated in training through the RI Autism Project.	Staff Interviews Staff Surveys	
PERFORMANCE	At the Maisie Quinn Elementary School: ⇒ There is a program that extends the kindergarten experience for “at risk” students. Students are screened during the summer and attend kindergarten as well as the intensive intervention program resulting in a full day educational experience ⇒ Opportunities for inclusion were supported by a good staff/student ratio resulting in the inclusion of students with moderate/severe educational needs participating in general education learning.	Staff Interviews Observation Presentation	
PERFORMANCE	At the Horgan Elementary School there are behavioral supports for students in the general and special education setting. There is a behavioral assistant who works under the direction of the principal who assists with disciplinary concerns. The students who have behavioral needs identified as part of the IEP process are supported in the general education setting by a special educator who works with the students on a regular basis.	Staff Interviews Observation	
PERFORMANCE	The Washington Oak Day Treatment Program is a collaborative program between the Coventry School Department and West Warwick Public Schools. The West Warwick Schools staff the program (one teacher, one assistant and one .5 assistant) and The Coventry Schools provide the classroom which is currently housed in an isolated section of the Washington Oak Elementary School. This program is designed for students whose behavioral challenges make it difficult or unsafe to be educated in their public school setting. Individual and group counseling as well as behavior management is an integral part of the program. Enrollment is limited to ten students. Referral and entrance procedures have clearly been defined and documented.	Staff Interviews Observation	

	<p>Although the overall success of the Washington Oak Day Treatment Program was acknowledged there remains concerns about, appropriateness of location (i.e., they are high school students in an elementary school setting), isolation (they are the only classroom in an isolated second floor section of the school), and accessibility (they have no access to the elementary school nurse, cafeteria space, or age appropriate nondisabled peers during the school day, etc.). Least restrict environment is also an issue as inclusion in general education classes is difficult due to their physical location. The students do not receive any other co-curricular classes due to their physical location. In addition, the teacher does not participate in the high school special education department meetings and overall has very limited contact with the high school.</p>		<p>This is the last year (SY '00-'01) that the Washington Oak Day Treatment Program will be a collaborative venture with the Coventry School Department. The West Warwick Special Education Director is currently engaged in discussions with the West Bay Collaborative on programmatic options that address the current findings.</p> <p>Timeline: June 2001</p>
PERFORMANCE	<p>Students in grades 3 through 5, (Providence Street School, Maisie Quinn, and Greenbush) who are at-risk for school failure, but not eligible for special education services, do not have access to support services from the reading specialist due to the caseload and her associated responsibilities.</p>	Staff Interviews	<p>The school district is in the process of assessing and evaluating their budget for expanded day programs and safety net programs to address this concern.</p> <p>Timeline: May 2001</p>
PERFORMANCE	<p>At West Warwick High School there is a strong relationship between West Warwick School Department and the Warwick Career and Technical Center. The schedules are coordinated between the schools, so students can easily attend the Career and Technical Center and be actively involved in their high school program. The special education support and linkages are especially strong. For example a West Warwick resource teacher communicates directly with the Warwick Career and Technical Center resource teachers. Career and Technical teachers have been available to participate in IEPs at West Warwick High School and related service providers have consulted with career and technical teachers.</p>	<p>Staff Interviews Student Interviews Parent Interviews</p>	

5. TEACHER SUPPORT TEAMS

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
PERFORMANCE	The West Warwick school district provides exceptional support for Teacher Support Teams by providing compensatory time and making a DPT available to the team to consult, and also by including parents as part of the Teacher Support Team.	Data Analysis Staff Interviews Presentation	
PERFORMANCE	<p>Across the district there were variations of how Teacher Support Team (TST) ("CAP/CAST") were done. The district had inserviced the TST teams and all staff on the procedures and roles of TST, however, our findings indicate that the staff who did not routinely participate in the TST process were unclear as to it's procedures and role.</p> <p>⇒ Elementary: -The TST are at various stages of the TST concept.</p> <p>⇒ Middle and High School: There is a structure operated by school staff members called TST ("CAP/CAST"). This process incorporates some aspects of the TST concept. However, the purpose and process of "CAP/CAST" are mingled with the special education referral and evaluation process. Special education procedures (including educational assessments, and behavioral screenings) are involved prior to entry of students into the special education referral process. At the high school the general education teachers participate in the collegial and collaborative consultation that is the central focus of the TST concept; at the middle school general education teachers do not.</p>	Staff Interviews Staff Surveys	<p>The Special Education Director will attend faculty meetings at each school in the district and inservice staff on the district's policies/procedures concerning TST.</p> <p>Timeline: May 2001</p>

6. FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
COMPLIANCE	District wide self-contained classes and special education teachers are labeled by categories of disability throughout the district.	Staff Interviews	The West Warwick Schools will provide assurances that there is district wide discussion and planning to eliminate this issue occurring. The Special Education director will facilitate this discussion and planning process. Timeline: Ongoing (progress check in June 2001)
COMPLIANCE	Three students in the primary self-contained program at Greenbush Elementary School often arrive 15 minutes late to school due to late arrival of bus. (JS11, 12, 13)	Staff Interviews	All parents of students on bus #6 will be sent a letter regarding the bus's scheduled pick-up times and that the bus will not wait more than 3 minutes for any student that is not at the stop at the appointed time. Timeline: March 2001
COMPLIANCE	The caseload for the occupational therapist was very high and not consistent with the regulatory requirements. Given the severity of student needs at schools like Maisie Quinn the occupational therapy needs of students were not being met. Additional occupational therapy staff is needed to support compliance with this related service need.	Staff interviews Observation	The West Warwick Schools have put in a request for a full time occupational therapist for the 20001-2002 school year. Currently they are in the process of hiring and part-time occupational therapist to assist with the caseload for the remainder on the year. Timeline: May 2001
COMPLIANCE	There are issues regarding speech and language caseload service provision and language impairment eligibility. For example, at Greenbush Elementary school, one student is not receiving speech as prescribed in her IEP. It was reported that she is receiving monitoring services only (JS3)	Staff Interviews Observation	The West Warwick Schools will provide assurances that they have examined speech and language eligibility criteria. The Special Education Director will lead this charge as well as provide district wide staff training on the eligibility criteria. Assessing the current and future structure of caseloads and assignments will also be done. Timeline: May 2001
PERFORMANCE	West Warwick High School: Student information is consistently entered into the computer database so when a student gets to 9 days suspension an IEP review meeting is automatically held.	Staff Interviews	
PERFORMANCE	District wide all schools send letters home to students home for tardy and absences (3, 6, and 9 days). At the elementary level school based personnel call all parents of students who are absent. West Warwick High School uses	Staff Interviews Document Review	

	an automatic calling system for absences and tardy (it calls 12:00 pm and 5:00 pm).		
PERFORMANCE	West Warwick High School: Transportation from Warwick Career Technical Center runs approximately 5-10 minutes late on a daily basis.	Staff Interviews	The West Warwick Schools will provide assurances that there is ongoing communication with the bus driver from the Warwick Career and Technical Center to ensure that student arrive for classes on time. Timeline: April 2001
PERFORMANCE	The following are assertive technology concerns: -A middle school student's FM system was inoperable for 3 months and no back up was provided. (CS1) -An elementary student FM system (Horgan) has not been operable since school began and no back up has been provided.	Staff Interviews	The West Warwick Schools will develop district wide policies/procedures for FM systems and other assertive technology devices. This will include a framework for who is responsible for what actions and the timeframe in terms of a response. Timeline: Ongoing (progress check May 2001) The specific assertive technology concerns mentioned will be immediately investigated and rectified. Timeline: Immediately
PERFORMANCE	-At Quinn Elementary School, students were receiving related services in the general and special education setting (physical education double sessions). This impacts on the amount of time available to meet the IEP needs of these students. -At the Greenbush Elementary School, there were students who consistently missed science and social studies as they were pulled out for resource services during these classes.(JS3, 8, 9, 10)	Staff Interviews	The West Warwick Schools have requested additional resource support to assist with these specific concerns. In addition, the Special Education Director is assessing a reallocation of projected caseloads. Timeline: May 2001

7. FACILITIES

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
PERFORMANCE	There is an extensive district wide facilities study currently underway which will provide guidance for future renovations, new buildings and additions.	Staff Interviews Presentation	
PERFORMANCE	<p>The physical facilities:</p> <p>⇒ Elementary</p> <ul style="list-style-type: none"> - At Quinn School: An intermediate level class for students with moderate to severe needs is located in the primary wing, which limits the opportunities for LRE activities. - At Horgan School: Two special educators shared a room with a divider that does not offer privacy. Also, the speech/language teacher's classroom is exposed to an inappropriate noise level, especially in the winter. - At Providence Street School, the resource teacher and self-contained teacher share a room, which although is divided by a floor to ceiling wall, prohibits service delivery due to shared lighting fixtures and noise level. In addition, there are exposed annulated heating pipes, which presents a safety issue for one student with mobility issues. - The teachers and administrators at Providence Street School are committed to providing quality educational experiences for children in spite of the fact that students are housed in two separate buildings and the inherent obstacles of the inadequate and outdated facility. Additionally, the school is not handicapped accessible. In an effort to facilitate communication between the staff of the two schools the principal issues a bulletin each Monday ("Linda's Link") as a means of keeping all staff informed about school happenings. <p>⇒ At Dearing Middle School the location for provision of special education services is not always conducive to students with disabilities being educated with their non-disabled peers. As the provision of special education services in inclusive settings increases locations for pullout</p>	Staff Interviews Observation Staff Surveys	<p>The district wide facilities study will be finalized by the end of February 2001. There is an oral presentation on February 7, 2001. The Superintendent will provide assurances that this study will address the special education facilities concerns. The information in the facilities study will be used to inform the community. There is a bond referendum slated for spring 2001.</p> <p>Timeline: May 2001</p> <p>The uninsulated heating pipe has been insulated.</p> <p>Timeline: January 2001</p>

	<p>and support services need to be reconsidered.</p> <ul style="list-style-type: none"> - Classrooms that serve students with significant disabilities must be located in proximity to general education classes, not isolated as they are now, while still providing the needed environmental characteristics such as privacy, special equipment, etc. (i.e., special education classes on level 1) - At the middle school the special education service providers share a small space, which inhibits provision of special education services (i.e., three special educators share a classroom). <p>⇒ At West Warwick High School:</p> <ul style="list-style-type: none"> - Two special educators shared a room with a divider that does not offer privacy and prohibits service delivery due to shared lighting fixtures and noise level. - The small size of the classes and sharing rooms with other classes preclude labs and projects because there is no opportunity to leave materials set up and little storage space. Concerns for adequate space for testing (As also noted previously for the Washington Oaks Day Treatment Program) 		
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8. EVALUATION

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
PERFORMANCE	<p>The Child Outreach program in West Warwick is designed to screen children 3 to 5 years old in the areas of developmental progress, speech/language, vision and hearing.</p> <p>The town of West Warwick hires a team of trained screeners to administer the PSS (Preschool Screening System). Screenings are held within neighborhood preschools and local schools. Notices were sent to area doctors with information on the screening program. In an effort to reach all children, West Warwick sends notices home to parents of kindergarten, first, second, and third graders in September as well as distributing newspaper notices three times a year. Posters and flyers are also distributed to area agencies. Doctors, parents and pre-school providers can refer children at any time. In an effort to accommodate families, Saturday screenings were</p>	<p>Staff Interviews Document Review Data Analysis Presentation</p>	

	added this year. Last spring, the district included screenings at kindergarten registration. If a child fails any or all portions of the PSS, a re-screen is conducted within a short period of time in those areas of difficulty. Whenever a re-screen indicates a problem, the team fills out a referral form, after which the parents meet with the Early Childhood team. West Warwick also has a computer program that organizes all data for each child screened. The information can then be easily accessed upon request.		
PERFORMANCE	There is a formalized teacher evaluation process, which was developed jointly by the Administration and the West Warwick Teacher Alliance. This system provides training for educators and evaluators, specific standards for tenured and non-tenured teachers and an improvement program system for teachers experiencing difficulty.	Staff Interviews Presentation Staff Surveys Document Review	
PERFORMANCE	Privacy for special education students receiving special education services is not always provided. For example, at Greenbush the social worker's office is not private. At Dearing Middle School there are a number of situations where students must walk through spaces where special education services are provided. In addition, the related service providers housed at the administration building have shared workspace that creates issues of privacy.	Staff Interviews Observation	The West Warwick Schools will use feedback from the district wide facilities report to assess and evaluate issues of privacy for students with special needs. Reallocation of space will also be assessed and the use of cordless phones will be investigated for service providers needing privacy to conduct confidential conversations regarding students with special needs. RIDE personnel will visit the Dearing Middle School and engage the administration on the appropriateness of the facilities for students with special needs. Timeline: May 2001

9. FAPE/INDIVIDUAL EDUCATION PLAN (IEP)

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
COMPLIANCE	1. Referral form not dated (JS5) 2. No MDT/evaluation report on file: (JS2) 3. No MDT/evaluation on file at time of evaluation/ re-evaluation (JS5,6,7;CS1;JK1-5) 4. Evaluations not completed/documented as part of initial evaluation (general medical, psychological, educational, social history) (JS1;CS4) 5. No LD report on file or incomplete (JS2,3); (JK 1,2; no classroom observation)	Record review (specific record is noted next to findings)	The West Warwick Schools will continue to formulate a standardized system for district wide policies and procedures concerning regulatory issues for students with special needs. Accountability factors will continue to be incorporated into these policies and procedures. All staff will be inserviced on these policies and procedures. Timeline: Ongoing (progress check in March 2001)

	<p>6. Evaluations not done within timelines (JS1 (initial); JK9,10);</p> <p>7. Not an appropriately constituted IEP team meeting (JK9,10);</p> <p>8. The following people were not at the evaluation team meeting: No documentation of general education teacher attending meeting (JS5)</p> <p>9. Description of student's strengths and needs is inadequately written (JS1, 3 4; JK3; CS2-5)</p> <p>10. Annual goals inadequately written (JS3;CS2 JK3,5,6,8)</p> <p>11. Present levels of performance inadequately written (JS3; JK3, 5, 6, 8; CS2; SW2)</p> <p>12. Well-written IEP with respect to present levels of performance, annual goals, and short-term objectives (JS6)</p> <p>13. No documentation on the IEP of the discussion of the need for an extended school year services (JS1; JK1, 2, 3, 5, 8; CS2, 3; SW1, SW2, SW4,-6)</p> <p>14. Incomplete, or, no documentation of progress towards -IEP goals noted on IEP and no indication that parent was informed of progress (JS1-7; JK1-8; CS1-5; SW1,2,4-6; JK9,10)</p> <p>15. Description, location, provider, frequently, and duration of supplementary aids and services, including accommodations and modifications not adequately documented on IEP (JS5, 7; JK6, 8; CS5)</p> <p>16. No transition plan (JK1)</p> <p>17. No vocational assessments (JK1,2,3,5)</p> <p>Communication with parents vague/not documented (JK1-6; SW1; JK10)</p> <p>18. No indication of date for reevaluation (JK4, 8)</p> <p>19. No documentation of home tutoring (JK1)</p> <p>20. Determination of time and extent of participation in general education and special education not present or calculated (JK1, 3, 8; CS 1, 3, 5)</p> <p>21. No date for re-evaluation indicated on IEP (JS6; SW5; JK4)</p> <p>22. No indication that parent received information on the local advisory committee/procedural safeguards (CS1)</p> <p>23. Parent consent for evaluation not on file for LD evaluation done in October-November, 1998 (JS3)</p>		<p>The West Warwick Schools will provide assurances to the Office of Special Needs that IEPs for students with exceptionalities will be completed in accord with federal and state guidelines. The particular citations in this section will be addressed on an individual basis.</p> <p>Timeline: June 2001</p>
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PERFORMANCE	Inconsistent knowledge base of functional behavioral assessment (FBA) by school-based staff. Further inservice training of the FBA process and how it would be used as part of the IEP process.	Staff Interviews Staff Surveys	The West Warwick Schools will conduct inservices at the on functional behavioral assessments. The Professional Development Academy will offer continued district wide learning opportunities on this topic. Timeline: April 2001
COMPLIANCE	Vocational Assessments: -Vocational assessments are not performed at the middle school for students aged 14 and over (including 17 year olds). -Vocational assessments in the 9 th grade were done through the Warwick Career and Technical Center at Tollgate High School. This was inconsistent and varied from teacher to teacher. - The linkage between the vocational assessment and the transition plan/statement was inconsistent. They are not an interrelated process and vary teacher to teacher.	Staff Interviews Record Review (see IEP section for record review specifics)	The West Warwick Schools will continue to formulate a standardized system for district wide policies and procedures concerning regulatory issues for students with special needs. Accountability factors will continue to be incorporated into these policies and procedures. All staff will be inserviced on these policies and procedures. Timeline: Ongoing (progress check in March 2001)
PERFORMANCE	Re-evaluation as part of the IEP process needs further clarification in the district. The application of procedures appears to be inconsistent and staff were unclear of current policies/procedures that are in place. Further training is needed in this area.	Staff Interview Staff Surveys	The West Warwick Schools will continue to formulate a standardized system for district wide policies and procedures concerning regulatory issues for students with special needs. Accountability factors will continue to be incorporated into these policies and procedures. All staff will be inserviced on these policies and procedures. Timeline: Ongoing (progress check in March 2001)
PERFORMANCE	West Warwick has developed a computer based IEP which facilitates parental discussion at IEP meetings. Computer maintenance and trouble-shooting concerns were cited as a problem to completing all Imp's on the computer. There is no networking between levels (elementary, middle school, high school) but work in this area is beginning.	Staff Interviews Parent Interviews	The West Warwick Schools is in the process of hiring a Network Coordinator. This individual will oversee district wide computer networking in addition to maintenance issues. Timeline: May 2001
PERFORMANCE	Special education records are maintained at the central office with copies of the IEP maintained at the school by the case managers. Progress notes (general and special education) are generated at the school level on a	Staff Interview Staff Surveys	The West Warwick Schools will continue to formulate a standardized system for district wide policies and procedures concerning regulatory issues for students with special needs. Accountability factors will continue to be

	quarterly basis. The process for maintaining records at the school level and transfer of the records to central office was inconsistent. Staff training is needed in this area.		incorporated into these policies and procedures. All staff will be inserviced on these policies and procedures. All parents will be sent a letter detailing the district's progress reports and their quarterly schedule. Timeline: Ongoing (progress check in March 2001)
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10. LEAST RESTRICTIVE ENVIRONMENT

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
PERFORMANCE	Inconsistent knowledge of the procedures in place for special education teachers to access the general education curriculum and materials/manipulative at West Warwick High School.	Staff Interviews	The West Warwick High School administration and the special education department head will develop and implement school wide policies and procedures for special education teachers to assess the general education curriculum and materials. Timeline: May 2001
PERFORAMCE	<p>Throughout the district inclusive strategies to support the needs of students with disabilities in general education settings are applied inconsistently and in a fragmented fashion. In some cases, there is now <i>less</i> inclusive education being practiced than in prior years.</p> <p>For example, there is considerable variation in:</p> <ul style="list-style-type: none"> - the degree to which special educators are included (if at all) as participating members of teaching teams - the inclusion of special education students in self-contained classes in grade level activities (especially students with more significant disabilities) - grade-to-grade consistency of the range of service delivery options "available" <p>There are a number of <i>positive</i> inclusive strategies in place - a few examples include:</p> <ul style="list-style-type: none"> - at Horgan School, students with significant disabilities are members of the multi-age program (grades 1-4) - at the Maisie Quinn School, students with moderate to severe needs are generally included in the general education program with sufficient staff to support student success - one sixth grade teaching team at Dearing Middle School, including two subject area teachers and one special class 	Staff Interviews Staff Surveys Observation	The West Warwick Schools will establish a district wide Task Force (i.e., Inclusive Strategies Task Force) to assess and evaluate current inclusive practices within the district. This Task Force will be responsible for creating a framework for the districts' inclusive strategies and goals. They will also facilitate the development of action steps to meet those goals. Timeline: May 2001

COMPLIANCE	<p>teacher, has collaborated extensively in past years</p> <ul style="list-style-type: none"> - the seventh and eighth grade "collaborative team" includes 4 subject-area teachers and a special educator, who in addition to co-teaching English and math serves as a resource person regarding special education for the teachers and students of the entire team - at the High School there is a ninth grade Humanities collaborative teaching team, including a special education teacher for English and History, and an art teacher working in an interdisciplinary fashion – all members of the team have common planning time - at the High School teacher assistants are available to provide support to students with disabilities in general education classes (especially in laboratory settings) -district wide all students with disabilities take electives subjects with nondisabled students. <p>Barriers to increased service provision for students with disabilities in general education settings include:</p> <ul style="list-style-type: none"> - differing perceptions of terminology and varying levels of knowledge about inclusive practices among staff - a limited conception of "collaboration" of special class teachers with general teaching teams (the special class stays together as a group when working with a general class) - limited physical space - limited common planning time - a history of separation of general and special education curricular, instructional, and activities planning (middle school) - students are not enrolled as members of general education classes, limiting and sometimes preventing the students from participating in academic areas with general education classes that have reached their maximum contractual size - perceptions of contract language that inhibit provision of special education supports and services according to individual student needs - limited use of teacher assistants to support students with disabilities in general education classes (e.g., overall only meeting regulatory minimum requirements) - one student's IEP calls for a direct service science class and he has not yet been provided with this (ISW1) 		<p>The West Warwick Schools will provide assurances to the Office of Special Needs that IEPs for students with disabilities will be completed in accord with federal and state guidelines.</p> <p>Timeline: Immediately</p>
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	Throughout the district, many general and special education staff expressed a strong interest in working together collaboratively. The district also has an important resource in the number of staff members with considerable collaborative experience.		
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11. FAPE/TRANSITION

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
PERFORMANCE	A progressive school to career (STC) curriculum is offered to students with disabilities at West Warwick High School. This curriculum is now offered formally via School-to-Career classes, (three levels) and facilitates the progression of skill development. For those students requiring more intensive supports, inter-agency contracts have been developed with Cranston Arc, Spur wink, Gordon Perspectives and Goodwill Industries.	Staff Interviews Staff Surveys Transition binders Presentation Staff Surveys	
PERFORMANCE	Students in the eleventh and twelfth grades participate in a School-to-Career. Overall, this is separate from the School-to-Career for nondisabled students	Staff Interviews Staff Surveys	The West Warwick High School administration will assess the structure of the STC program. They will facilitate discussions with the STC coordinators to develop and implement opportunities for blending the current STC strands. Timeline: Immediately (progress check May 2001)
PERFORMANCE	Students (eleventh and twelfth graders) have internships that attempt to link their career interests to job exploration opportunities (front office, graphics company, computer repair, hospital, and copy center). The majority of these internships are school based (front office, computer repair, copy center, etc.).	Staff Interviews Staff Surveys Transition Binders Presentation	
PERFORMANCE	West Warwick High School presented the following transition findings: 1. Inconsistent knowledge and use of agencies for transition planning/activities. 2. Use of transition binders was inconsistent and varied from teacher to teacher 3. Little time in the high school staff schedule to develop coordinate/networking of internships. 4. Parent night on transition activities was offered in past years. Not currently being done	Staff Interviews	The West Warwick Schools will assess and re-organize as necessary the current transition policies, procedures and practices. The Special Education Director will facilitate the re-organization discussion. All secondary staff will receive inservice training on the re-organized policies, procedures and practices. Timeline: Ongoing (progress check in March 2001) The West Warwick High School Special Education Department Head will facilitate the organization of a Transition Night for parents. Timeline: March 2001

PERFORMANCE	There is a structured comprehensive plan for the transition from elementary to middle school. There is a structured plan for the transition from middle school to high school, which is being assessed for expansion.	Staff Interviews Presentation	
PERFORMANCE	At Quinn there is a systematic process for the transition of students from out of district placements into the public school setting. Meetings and conferences are planned to ease the students into the school program including meetings with teachers and related service providers. The students with moderate to severe disabilities have a detailed transition process in place that includes active communication on the part of the parents, teachers, and related service providers including incremental visits to the middle school.	Staff Interviews Document Review	

12. PARENT PARTICIPATION

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
PERFORMANCE	<p>Parents are encouraged to be involved in all schools throughout the district.</p> <p>⇒ Elementary examples:</p> <ul style="list-style-type: none"> - Family learning nights - Monthly newsletter - Parent education programs - Active PTO's - Communication with parents through the weekly "Wednesday Express". - Volunteer grandparents - Parental involvement in interview process <p>⇒ Middle school examples:</p> <ul style="list-style-type: none"> - Monthly newsletter - Active PTO - Use of schoolnotes.com to communicate with parents - Active SIT with parents on each of the SIT subcommittees - Family learning nights <p>⇒ High school examples:</p> <ul style="list-style-type: none"> - Monthly newsletter - Active PAC - Active parent booster groups (e.g., music, 	<p>Staff Interviews</p> <p>Presentation</p> <p>Staff Surveys</p> <p>Document Review</p>	

	drama, athletics) - Participation in teachers and administrative interviews		
PERFORMANCE	District wide there is an increased effort this year so that parents attend all meetings concerning their child. Transportation can be provided upon request.	Staff Interviews Presentation	
PERFORMANCE	District wide there was positive and frequent communication between individual teachers and parents.	Staff Interviews Parent Interviews	
COMPLIANCE	The West Warwick Special Education Local Advisory Council (LAC) is comprised of 10 members, facilitated by co-leaders and meets quarterly. They operate by written by-laws and have focus goals and activities. The committee has not been provided financial support or professional development. Although the committee has functioned in isolation there is an underlying belief that with the new administrative leadership, supportive change will occur.	Parent Interviews	The West Warwick Schools will continue to support the LAC by disseminating information regarding their meeting schedule. Letters will go home to all parents of students with special needs informing them of the schedule of the LAC meetings as well as pertinent LAC contact information. The current priority of the LAC is parent outreach. The LAC is working on a parent informational flyer which will be distributed to all parents of students with special needs. A representative from the Office of Special Needs will provide professional development in the area of parent outreach. Timeline: May 2001
PERFORMANCE	Annually, a district calendar is produced and disseminated at the beginning of the year. This includes the Local LAC schedule of meetings. At all the schools there was inconsistent knowledge of the LAC and it's roles within the district.	Parent Interviews Staff Interviews	
PERFORMANCE	The LAC was invited to participate in the administrative interview process for the middle school and high school principals. They participated in the middle school interview but were not able to attend the high school interview process.	Staff Interviews Parent Interviews	

PERFORMANCE	At West Warwick High School: <ul style="list-style-type: none"> - a parent of a student with special needs is a member of the School Improvement Team. - There is an upcoming interview for a special education position and the LAC has been invited to attend and participate in that interview 	Staff Interviews Parent Interviews	
PERFORMANCE	In an effort to increase parent participation in evaluation and IEP meetings, the principal at Providence Street School initiated a system whereby the school secretary telephones parents the day before the scheduled meetings as a reminder. In addition, to facilitate parents' ability to attend PTO meetings, the school schedules activities for children, such as Bingo, on-site at the school during the PTO meeting time.	Staff Interviews	

13. PROFESSIONAL DEVELOPMENT

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
PERFORMANCE	West Warwick School Department funds extensive professional development opportunities. This formalized system requires certified staff to participate in ongoing professional development throughout the year. Course offerings include standards based instruction, assessment, crisis intervention, technology and special education. These offerings are coordinated with the building based professional development plans.	Presentation Document Review Staff Interviews Staff Surveys SALT Survey	
PERFORMANCE	The district provides three staff members for job-embedded professional development modeling standards.	Staff Interviews Staff Surveys Presentation	
PERFORMANCE	In 1998, the West Warwick School Committee and the West Warwick Teachers Alliance negotiated a Professional Development Academy (PDA) with the major goals of improving instruction and improving student learning. To accomplish these goals the PDA adds a flexible, 3 day (18 hours) to 5 days (30 hours) to the school calendar each year. Teachers are paid an hourly rate. Staff are free to attend in-district workshops, or out of state workshops. On a systematic basis all personnel are required to participate in professional development. The PDA reflects the best available research and practice in learning, teaching and leadership for professional development.	Staff Interviews Presentation Document Review Staff Surveys SALT Survey	

PERFORMANCE	If professional development in a particular area is desired, staff request it and the requested topic will be offered through the Professional Development Academy.	Staff Interviews	
PERFORMANCE	All special education teachers received 3 hours of in-service training on the new regulations and receive a district procedures/policy manual.	Staff Interviews	
PERFORMANCE	Additional professional development training is needed in the following: <ul style="list-style-type: none"> - Inclusive Education - Differentiating Instruction - Writing Imp's in conjunction with the standards - Career and transition issues - Additional programming to support the work of teacher assistants 	Staff Interviews Staff Surveys SALT Surveys	The West Warwick Schools will continue to offer through the Professional Development Academy (PDA) training that increases teachers knowledge and skills in implementing a variety of teaching and learning practices. The Special Education Director will facilitate discussion with the PDA Coordinator to ensure that areas of needed professional development training continue to be included in the PDA offerings. Timeline: March 2001
PERFORMANCE	The district has a teacher mentoring program to assist "new" teachers in acclimating themselves to the system/school.	Staff Interviews Presentation Document Review	
PERFORMANCE	Staff participated in workshops presented by RIDE OSN as needed (i.e. legal issues).	Staff Interviews Presentation	
PERFORMANCE	West Warwick High School has affiliations with a variety of local post secondary educational institutions. URI - Preserves teachers participate in school based internships. RIC - Preserves teachers participate in school based internships. New England Technical College – Students at WWHS can take courses for credit.	Staff Interviews Presentation	

14. PROCEDURAL SAFEGUARDS

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
PERFORMANCE	Confidentiality with respect to telephone usage is a concern for some related services personnel at Greenbush Elementary School. One phone is located in the conference room, which is often used for meetings and in-house suspensions. The other available phone is located in a room shared by the social worker and reading specialist.	Staff Interviews Observation	There are currently three phones available for confidential conversations involving students with special needs. The West Warwick Schools will move one of these phones from the reading specialist's room to the social worker's office to ensure maximum confidentiality. Timeline: Immediately (progress check in March 2001)